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AUTHOR Light, John J.
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ABSTRACT

Designed to help community and technical colleges keep their programs up to date with input from business and industry, this guide presents strategies, suggestions, and a rationale for the use of advisory committees. First, the state of the art of advisory groups is examined, providing examples of state-level mandates; citing research findings that inadequate communication, poor organization, and low priority are the most common problems associated with advisory committees; stressing the importance of institutional evaluation of the use of advisory groups; and reviewing innovative uses of these committees. Next, a summary is provided of definitions, types, and uses of advisory committees, with focus on college or school advisory committees; vocational/technical committees; subject, course, or general studies advisory groups; and functional or special advisory committees. Next, operating procedures are suggested, covering philosophy and purpose, departments, membership, staff training, conducting the meeting, and attendance. Case studies of institutions' experiences with advisory committees are followed by a sample manual for committee members and a checklist on the effective use of an advisory group. (LAL)

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NATIONAL Postsecondary Alliance

A Practitioner's Guide to

USING AND MEETING WITH ADVISORY GROUPS

VC 830 520

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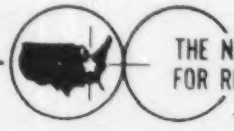

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THE OHIO STATE UNIVERSITY
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For further information contact:

The Program Information Office
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Telephone (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio
Telex: 8104821894

A PRACTITIONER'S GUIDE

TO

USING AND MEETING WITH ADVISORY GROUPS

John J. Light

for

The National Postsecondary Alliance

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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FOREWORD

Community and technical colleges are playing an increasingly important role in training workers for technical careers at a time of rapid technological change in the workplace. The need for effective use of advisory groups by postsecondary institutions has never been greater as these colleges strive to keep their programs up-to-date through input from business and industry.

For these reasons National Postsecondary Alliance members have a strong interest in utilizing advisory groups in the best possible manner. This Guide has been prepared to serve that interest and need.

Appreciation is expressed to John J. Light, president of Hocking Technical College in Nelsonville, Ohio for writing this Guide and sharing it with the entire vocational education community. Dr. Light serves as president of the National Postsecondary Alliance for the 1982-83 project year. His broad experience in vocational-technical education leadership provides the basis for this publication.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

All vocational-technical education institutions pay at least lip-service to the use of advisory committees composed of "outsiders" who help guide both their separate occupational programs, and the institution as a whole. As a matter of fact, the reality of the situation is that advisory committees frequently operate with a minimum of effectiveness, or do not operate at all.

There is no mystery about the process of utilizing advisory groups effectively. This guide presents strategies, suggestions and rationale for revitalizing an institution's network of advisory committees. First, the state of the art of advisory groups is studied and a summary is provided of their definitions, types and uses. Next, suggested advisory committee operating procedures are presented along with actual case studies of institutional experiences with advisory groups. Finally, a brief sample manual for advisors is provided followed by a checklist for the effective use of any advisory group.

This Guide is intended to help both postsecondary and secondary vocational education institutions improve the effectiveness of their interactions with advisory groups of all types.

PREFACE

Research indicates that advisory committees are frequently used very poorly. A search of literature shows that there is little information or training available to help educational institutions get the most from this common advisory function.

There are approximately forty-five hundred two-year colleges and institutions utilizing more than ten thousand different committees. Forty-six hundred secondary vocational schools and career centers use more than twenty-six thousand advisory committees. Curriculum specialists are being educated and trained in nearly all of our colleges of education. The use of advisory committees is also rapidly growing in businesses related to customer needs and input. Yet there is no meaningful text or guide to help use and meet with advisory committees.

During the past two years, I have conducted interviews with and research on the advisory committee agendas and results of more than 300 meetings, and I have conducted three major seminars on the topic. This Guide is based on that research, as well as my industrial experiences and school experiences as a teacher and administrator.

I am convinced that this Guide can be of great help in improving the function of the very important resources we call advisory committees.

John J. Light
President
Hocking Technical College

INTRODUCTION

Human resources are almost unlimited. Each community has an abundance of talent and expertise. It is also well-known that many of our talented and knowledgeable people are ready and willing to share these resources actively.

There is more and more pressure in our society, at all levels of the private sector as well as the public sector, to engage in cooperative ventures. These pressures are due to declining resources and tighter fiscal policies. Experience indicates that sharing of human resources does pay off.

An excellent way to develop a cooperative community spirit is to use an effective advisory committee system. Advisory committees are now a common connecting link between schools and the community. They are used, to some degree, in most career training institutions at both secondary and postsecondary levels.

More than anything else--with the possible exception of technical/vocational graduates functioning on the job--advisory committees reflect the strengths and weaknesses of a career education program and institution. Advisory committees are the windows of the school. Through this medium the school looks out into the community and the workplace, and through the same pane the employers and community leaders look into the school. School administrators may present a positive dynamic front to the community and employers in speeches, service functions, newspaper releases, and so forth, only to have their efforts diluted by the

activities of their advisory committees. The entire school, then, is judged by leaders of the community and business world by how well these committees function.

The functions of advisory committees should extend beyond the current use of general and trade or technical committees. The schools should use them to provide a reciprocal advisory service to the community.

Not many administrators take the time to evaluate the advisory committee structure systematically--let alone to work actively to see that this function is performed well. Advisory committees are too great of an asset or liability to allow their use or misuse to happen by chance. A look at the current state of the art in working with advisory committees indicates that there is too much chance and not enough system.

THE STATE OF THE ART

The verbal attention given to advisory committees is usually positive. Administrators often boast about the committees' uses and results. Teachers quote from advisory committee meetings and give verbal recognition that they are used. Catalogs, reports, and school minutes usually cite the use of advisory committees. Research and reality often reduce these comments and notations to a level more of fiction than of fact.

Based on questionnaires, research reports, and personal experiences, I have found that a number of conditions generally exist as school personnel work with advisory committees. Advisory committees are unanimously considered important not only to the instructional programs, but also to the establishment and maintenance of school and community relations. Overall, advisory committees are an asset to the school, but the committee functions can and should be greatly improved. On the negative side, outsiders serving on the committees may, in many cases, get a poor image of the school's organizational ability. Committee members may ask, "Do they operate everything this poorly?"

It is generally conceded that many educators are not experts at conducting meetings--especially when they deal with "outsiders." Teaching experience, and the mastery of lecture techniques and their related "I'm in charge" attitudes, may well be a detriment for educators trying to deal with advisory committees. Too often,

educators try to "educate" their committee members rather than allow them--or lead them--into being productive members of a team.

Advisory committees are admittedly not always used well. We must find ways to improve these uses, though, because the committees are vital--are, in fact, often mandated. In many states, the Boards of Regents, the State Departments of Education, or other governing bodies mandate the establishment and use of advisory committees, with outside members, for program approval and/or funding. Federal funding also generally demands a form of advisory committee. Yet with these demands and mandates come little or no advice or guidelines on how to set up or use the committees. State and federal agencies fail to describe in detail how the committees should provide input, and usually they ask for very little accountability on how well or to what extent the committees are used. Often, a list of names and titles is all the government agencies require.

The following are typical examples of state-level mandates and suggestions on the use of advisory committees. However, none of these have suggestions or guidelines on use.

- 401.2 Ohio Board of Regents Operating Manual
  Formal Proposal Development
  Institutions have found the following procedures to be useful in the development of technical associate degree program proposals:

(a) Form local advisory committee, comprised of individuals who are not employed by the institution, and who either earn their living doing that for which the program would prepare students, or would be the most likely employers of such individuals.

- 401.4 Ohio Board of Regents Operating Manual

(j) Information concerning the use of consultants and advisory committees in the development of the degree or degree program proposal.

- 700.3 Ohio Board of Regents Operating Manual-- Program Review

(f) The names, addresses, and positions of members of the advisory committee of each technical program offered, and the number of meetings held or contacts made with each advisory committee during the previous academic year.

Manual of Operation

State of _____

Division of Vocational Education

C. Organize an Advisory Committee

If no advisory committee exists in the area for which training is to be given, one should be organized to advise and counsel school officials on the type of training to be offered. An advisory committee should be organized in each technical

area, and one committee should be organized to guide the total program.

The research reports rather clearly indicate the problem areas associated with working with the committees. The most common problems listed are:

1. Communications

   Regardless of the kind of problem--whether it deals with instruction, poor internal relations, or working with advisory committees--the lack of clear, concise communications appears to be paramount. The communication problem exists among committee members with lack of feedback, goals, and progress. There is very little communication going on within the school system. Committees within a system rarely share minutes or suggestions with other committees. Very often the activities of a committee are not even shared with students or members of the same department not actively attending committee functions. The administration seldom <u>really</u> knows what is going on in committee work. There are few links between various advisory committees, and little communication between the college and the community on the operation and results of advisory committee activities. Minutes, results, and activities are seldom posted or circulated. It is generally agreed that people recognize this lack of communication, but do little to correct it.

2. Poor Organization

Committee meetings and the subsequent use of recommendations and suggestions are too often poorly organized. There appears to be a great amount of indifference as to how well committees should function. This poor organization problem manifests itself in a noticeably widespread difference in committee functions, responsibilities, and results. These differences not only occur statewide, but usually within any given school. The full range of committee usage, from excellent to very poor, is often seen within a department. The electronics committee may operate very well and the industrial committee very poorly. When industry representatives from the same plant but from separate committees compare notes, the institutional organizational ability appears weak because there are such great differences in committee functioning.

3. Low Priority

Too often, the college personnel see the functioning of the advisory committees and working with them as a low priority in what they need to accomplish. Full-time instructors often see teaching as their primary responsibility (as they should) and regard advisory committees as an extra workload. This attitude leads to a characteristic apathy on the part of college representatives. This feeling of apathy, unfortunately, is more of a

characteristic of the school personnel than of the outside members. Outside advisory members are volunteers and tend to be very interested--even proud--to serve, only to be too often met with apathy on the part of the school people who are benefiting from the advisors' time and expertise. Faculty members sometimes vocally and strongly admit to feeling that the school has no right to force them to participate in advisory committee activities.

It is encouraging to notice that such troublesome situations associated with the use of advisory committees can be greatly improved with some training and organization within the school.

Every school, as an overall part of its internal evaluation system, should ask the question, what is the state of the art here? The school should decide how the advisory committee function fits into the priorities of the governing board, the administration, the people setting up the meetings, and the instructional staff. These priorities should be rated in comparison with other full-time duties. The current state of the art could also be analyzed by examining a description of the last meeting of each advisory committee. A listing of the strong points and weak points of the meeting often

show that things may not be running as well as was thought.

Descriptions of meetings and studies of advisory committee minutes often reveal poor attendance and record-keeping. Some of these descriptions and comments from actual meetings provide significant insights:

- "We use advisory committees to convince the administration to...."
- "We really stack the deck with agenda items and information."
- "Our attendance is always low." (A condition most often reported--low attendance.)
- "School people contribute more because of the items on the agenda."
- "All the speakers are school personnel."
- "If we (staff) want something, we put it on the agenda."
- "Problems that we don't want to deal with are left off the agenda."

These comments, typical in the research, indicate the weaknesses of school-originated agendas. This is typical of what is really happening in advisory committees.

Each school should conduct its own evaluation of how it uses advisory committees. This would include:

1. An analysis of the agendas of all committee meetings of the past year.
   a) number of attendees
   b) items considered by the committee
2. An analysis of committee minutes.
3. An analysis of how important the school staff feel advisory committee functions are. Table 1 illustrates a sample survey to help analyze staff opinions about priorities.

Very little formal attention has been given in the literature to the evaluation of advisory committee use. There are likewise very few examples of innovative uses of advisory committees.

A thorough assessment of the advisory function in a school would probably reveal that the structure and outcome could be greatly improved, even if they are already good. Through innovative leadership and the development of new ideas and procedures, advisory committees could be a dynamic resource for the school. With a solid philosophical base, administrative commitments, and sufficient change agents within the college, a partnership rather than a mere advisory role could be generated. Developing real partnerships would offer many innovative possibilities.

There were a few innovative uses mentioned in the literature that were working well. One technical college has an innovative staff development program that uses personal development contracts.

SAMPLE 1

SAMPLE SURVEY FOR STAFF OPINIONS ON THE PRIORITIES OF THEIR MAJOR ASSIGNMENTS

Please rate your priorities from 1 to 5
(1 is lowest, 5 is highest)

	TIME	INTEREST	EXPERTISE
Instruction			
Planning			
Preparation			
Advisory Committee Work			
College Committee Work			
Public Relations			
Recruiting			
Self-Development			

NOTE: The above questionnaire could be given asking instructors what they thought the institution's (or their supervisors') priorities are. Note how your staff rate the priority and use of advisory committees.

These are developed by the individual staff members, who contract with themselves and the institution to improve or develop themselves accordingly. The development process is aided by a personal advisory committee of peers and perhaps one outsider (member of a college advisory committee), who advise, guide, and evaluate the staff members in pursuing their own development.

One innovator in the use of advisory committees selected four students to meet regularly with the career advisor, committee--without staff or administration--to discuss jobs, placements, tasks, expectations, quality of programs and instruction, and any other relevant issues. This kind of forum not only led to improvements through the eyes of the students, but also created access to lab experiences brought in from industry, as well as establishing cooperative jobs in the industrial setting. Subsequent demonstrations were given students at every committee meeting.

Another innovative use of advisory committees was a committee to advise instructors in their classroom work. In this system, a communications instructor asks for an advisory committee to be formed to aid in the instructional process. The communications instructor then selects at random two students from each of his or her four courses taught in a specific quarter. This committee of eight could be augmented by one peer (instructor). These nine people then advise the instructor on the instructional process, the use of media, teaching effectiveness, and so forth.

This system could provide far more effective improvements than student evaluations, which are too often ignored, not accurate, or dc not have a corrective element. An instructor with the courage to try this system could benefit greatly. Staff members with teaching or related difficulties could be mandated to use such a committee as a last measure before removal from the position.

Whatever the "state of the art" of your institution's use of advisory committees, there is room for improvement.

DEFINITIONS, TYPES, AND USES

Many federal and state programs require the use of advisory committees and include definitions and general guidelines in their program manuals. These manuals should be on hand for administrators and staff. Their definitions are somewhat uniform throughout the country. Typical definitions of a general and a career committee are described here, along with several other kinds of advisory committees.

An advisory committee is a group of people with similar interests (or vocations), experts in their field, who are formally called together to act as a communications link between the professionals providing the special service and the consumer. The committees' primary function, as the name implies, is to advise the school on issues prescribed by the type of committee and within the mission of the committee. More specifically, they are to act as a communicating link between the school, the special interest group, and the community.

Advisory committees and the members admittedly have a specific vested interest. Therefore, issues to be considered by the committee should be common and directed toward the purpose and scope of the committee. These purposes and functions, as stated, are advisory and not task-oriented. The members should not be doing tasks or jobs for the school that have a direct burden of responsibility.

For the purposes of definition, advisory committees can be categorized into four different types:

1. College or school advisory committees (sometimes referred to as general advisory committees).
2. Occupational, vocational, or technical advisory committees.
3. Subject, course, or general studies advisory committees.
4. Functional or special advisory committees.

Most colleges, institutes, or career centers have some school (general) advisory committees and usually have a formal--or informal--system of occupational committees, but only a few have course or functional committees.

College, School, or General Advisory Committees

These committees are formed to serve the total program in a particular college or school. The committees assist local authorities in identifying current and anticipated needs in a community, contribute to the establishment and maintenance of realistic and practical guidelines, participate in developing community understanding and support, and are concerned with long-range school goals.

Membership of such advisory committees should include representatives from local employers, employees from local businesses, and other knowledgeable citizens representing a wide range of interests and input. Consideration for membership should also be given to representatives of the local Chambers of Commerce,

involved labor organizations, and various governmental agencies. The size of the committees should relate to their proposed functions, the extent of the program, and the size and make-up of the community involved. Selection of individuals representing a broad base within the community is essential. Generally, advisory committees serving an entire school program should consist of twelve to fifteen members.

Suggested functions of general advisory committees may include:

- Advise and consult with school authorities in determining and verifying program needs in the local community or district.
- Assist in the organization of related advisory committees, such as occupational committees.
- Provide tangible evidence that the district is supporting the program.
- Provide a sounding board for advice pertaining to the operation of the overall program in the local community.
- Become involved in public information activities that interpret the program to unions, to employers, and to other interested groups and individuals.
- Provide evaluation of the overall program by reviewing present and past accomplishments, and forecast trends affecting training and employment.

- Provide financial, legislative, and moral support for the program.

Occupational-Technical Advisory Committees

Occupational-technical advisory committees limit their activities to those functions related to a specific occupation within the school that requires specialized skills and knowledge. The committees' major activities are to counsel and advise in the identification, development, and operation of the total instructional program of the particular occupation involved.

These committees are composed of representatives from employers and employees of local business and industries. The members selected should be well-qualified in the occupation concerned, and should possess a high level of skill, with substantial knowledge in those areas related to the skill.

Suggested functions of occupational-technical committees may include:

- Advise in developing course content for specific occupations.
- Provide advice concerning shop and lab layout, including the type and quality of tools and equipment to be used.
- Suggest criteria for the selection of students most likely to succeed in the program.
- Provide the instructor with competent resource individuals to enable instruction to relate

effectively to the skills and knowledge pertaining to the job, and to understand its relevance to the needs of the community.

- Assist in job placement.
- Assist in evaluation.
- Assist in providing financial support, frequently securing donations of tools, equipment, and materials.
- Advise officials in areas concerning the importance of upgrading workers, retraining workers, and life-long learning pursuits.
- Assist in the development of community understanding and support of the program.
- Counsel in the recruiting and selection of instructors.

Specialized Advisory Committees

Specialized advisory committees tend to be tools of the administration (especially the chief administrative officer) in interacting with various interests within the college. Too often such committees are devices with which administrators convince themselves that the vital links of communications are open between the administration and the troops. Unfortunately, such committees seldom function as real advisory committees, and primarily handle a few complaints or perpetuate the administration's goals and objectives. These perhaps are reasons enough to have such committees, but they are not necessarily "advisory."

Specialized advisory committees are usually formed by the chief administrative officer or someone else close to the top of the administrative level. These "advisory" committees often have names like the President's Advisory Committee, Administration-Staff Policy Committee, Insurance Advisory Committee, and so forth. If specialized advisory committees are used, care must be taken that they are in fact "advisory" committees. Many of these are communications or discussion committees, rather than advisory. If the functions of the committees are primarily communication and discussion, they should be so named.

Course or Subject Advisory Committees

Course or subject advisory committees are formed to advise the people within the instructional units of a subject or group of subjects, such as communications, mathematics, sociology, economics, or psychology. If it is conceptually and educationally sound to form committees for technical programs to keep them current and alert to the expected output of the students, the same concept and use can also apply to academic subjects. The committee members can advise instructors on performance after graduation, or on application of the subject to the world of work or everyday living. They can also provide laboratory or community experiences, and be a real liaison between the academic unit and the community.

Membership should include practitioners in the world of work, professors or teachers at a university, local civic

leaders, and several professionals from other units or departments within the school. Committees composed of twelve members have been successful.

Suggested functions of subject advisory committees could include:

- Review course material, curriculum, and textbooks.
- Evaluate level appropriate for functioning after graduation.
- Aid in articulation (to other institutions).
- Assist in community projects.
- Aid in the overall acceptance of a general subject in a career-oriented center.
- Provide suggestions for general/technical interaction within the college.
- Provide instructors with resource people and outside speakers.
- Aid in the identification of new instructors.

Functional Advisory Committees

Functional advisory committees serve a specific function or unit within the school organization. They may be ongoing committees similar to the general or technical committees, or may be ad hoc advisors brought together to give advice on a particular problem or occasion. Examples of the focuses of ongoing functional advisory committees might include admissions, counseling, food service, plant maintenance and safety, student life, and so forth.

Members are selected according to their knowledge of the function or direct use of it.

The function of these special committees is difficult to define because they have such a range of potential focuses. Functions should be identified before the committees are formed. The diverse nature of these committees makes it more difficult to recommend an optimum number of members, which may vary from four to fifteen.

The following are typical examples of functional advisory committees that have proven to be of considerable value.

1. Advisory Committee for Admissions

I. Committee Objectives

The committee will render advice to the admissions officer in matters concerning admission policies and procedures for the college. The major roles and responsibilities of this committee will be to:

1. Review annually the admission policies and procedures of the college and to recommend revisions when necessary.

2. Recommend the procedures to be followed in admission cases of an exceptional nature referred to the committee by the vice president of Student Services.

II. Chairperson

Admissions officer

III. Membership

Vice president of Educational Services
Vice president of Student Services
One faculty member from each department, appointed by department directors

Two students appointed by the Student Senate president

IV. Term of Office

One year for faculty and students

V. Meetings

A minimum of one each quarter

2. Advisory Committee for Student Activities

I. Committee Objectives

The committee will render advice to the student activities leader. The role and responsibilities of this committee shall be to:

1. Suggest activities, programs, and regulations that contribute toward the development of an effective and total student activities program.

2. Provide students and faculty a forum for the exchange of ideas and points of view.

3. Make evaluations and recommendations of student personnel to be appointed to leadership positions for student activities.

4. Make recommendations for the expenditure of funds to support student activities.

II. Chairperson

Director of Student Activities

III. Membership

One faculty member from each department, appointed by the department director
Five students appointed by the president of the Student Senate
Vice president of Student Services

IV. Term of Office

One year for faculty and students

V. Meetings

A minimum of one each quarter

3. Advisory Committee for Building and Site to the Maintenance Department

Outside Members (consumers)

Administrator (not in line)
3 to 4 faculty
3 students
2 handicapped
3 staff

Topics and Functions

Tour buildings
Cleanliness
Aesthetic ideas
Practical savings
Weak spots in service
Snow removal
Safety
Detect broken/non-working items

4. Advisory Committee for Financial Aid

I. Committee Objectives

The committee will render advice to the Financial Aid officer. The primary role and responsibilities of this committee shall be to:

1. Assist the Financial Aid officer in the selection of scholarships, grants, and work-study recipients.

2. Recommend procedures and policies regarding the administration of the Financial Aid Program.

II. Chairperson

Financial Aid officer

III. Membership

Vice president of Student Services

One faculty member from each department, appointed by the department director
Two students appointed by the president of the Student Senate

IV. Term of Office

One year for faculty and students

V. Meetings

A minimum of one each quarter

5. Advisory Committee for Student Counseling, Testing, and Advising

I. Committee Objectives

The committee will render advice to the college counselors. The role and responsibilities of this committee shall be to:

1. Review counseling and advising procedures, and recommend revisions when necessary.

2. Review records and forms used in counseling, course advising, and recording of student progress in the college, and to recommend revisions when necessary.

3. Review student admission testing procedures and recommend revisions when necessary.

II. Chairperson

Dean of Students

III. Membership

One faculty member from each department, appointed by the department director
Two students appointed by the president of the Student Senate
One counselor
Vice president of Student Services

IV. Term of Office

One year for faculty and students

V. Meetings

A minimum of one each quarter

Other possibilities for functional advisory committees could be:

Student Environment

Club Advisors

Functional Committees for Special Events (ad hoc)

Public Relations

Extended Uses of Advisory Committees

Regardless of the type of advisory committee, once a member agrees to serve, the uses of the committee member are almost unlimited, even within the agreed "advisory" role. It is much more common to underuse advisors than overuse them.

A few examples of extended uses could be: working with other school counselors and teachers, and rendering advice on college night programs, science days, technical fairs, and so forth. Advisors can also be used much more as guest speakers, demonstrators, preceptors, and the like. This type of assignment generally is well accepted by advisors and keeps them close to the program and the students.

One big drawback in using the expertise of advisory committees is that school staff often just do not know the committee members well enough professionally. That is staff do not know the advisors' exact technical knowledge. A complete resume of advisors' backgrounds, colleges attended, apprenticeships, work assignments, work projects, work contacts, and so forth, would reveal a lot concerning these people. The members' companies,

product lines, and other related information is also advantageous to the college. If this background of information were shared by committee members, it could also help them to function better together. Schools cannot utilize committee member expertise if they do not know what it is.

It is equally important for committee members to know the school, its philosophy, mission, departments, and personnel.

Technical, skill-related, and academic problems that are actually encountered on the job can be documented by "advisors" and submitted to the students as case histories. The working out of these case histories may then involve the advisors, their companies, instructional staff, and students.

Advisors should be used actively and on a regular basis to aid in task and occupational analysis.

Additional uses are limited only by the inventiveness and confidence of both the advisory committee and school members.

OPERATING PROCEDURES

The use of advisory groups often is limited to individual appointments, the content of meeting agendas, and meetings. The entire system of advisory committee use would benefit from much more detail and attention than what typically develops in those three happenings. A complete understanding of operating procedures is important.

A vital step to making better use of committees is to clarify a philosophy and purpose for advisory committee use. Philosophy (a belief) is too often a statement rather than a true belief. What do you really believe about your advisory committee? Do you believe that they are important? To whom are they important? Beliefs (philosophy) must match the statement to achieve the desired results.

Philosophy and Purpose

Board of Trustees (Education)

If a system of using advisory committees is to have maximum effectiveness, the governing board should adopt a policy statement giving the chief administrative officer (CAO) the responsibility of setting up a procedure for the proper use of advisory committees. In the statement, the board should spell out the school's philosophy about its community relations and the overall purposes of its advisory committees. This statement of philosophy and purpose should also include a reporting system that will require the CAO to keep the board informed on how this policy is

being fulfilled. The board philosophy and purpose statement should be the front material of an operating manual for the use of advisory committees.

Here is an example of a brief but concise statement of philosophy, followed by a statement of objectives:

> We believe that career training programs must be relevant to current industrial or business practices. Equipment, facilities, and instruction must be modern and reflect the actual needs of the profession or career.
>
> Cooperative liaison between the school and business is essential to the advancement of our specific programs and the school in general.
>
> This liaison and necessary input from the community to the school can be accomplished, in part, by the effective use of advisory committees.
>
> All of the training programs functioning within the school will have active advisory committees. These advisory committees will be filled by competent laypersons from our community and will be supported by professionals within our system.

These statements do not get involved in lengthy "motherhood-country" statements. They are not so detailed that the individual committees will be restrictive. The statement allows for flexibility, and gives everyone the basic directions that should come from a board of directors.

Departments

In the various colleges and schools, the use of advisory committees will vary considerably with the departments and programs. Following the purpose and philosophy of the school, each department should set up its own procedure regarding the use

of advisory committees. Responsibilities and interpretation of the board policy and a department statement should be included in this part of the operating manual. The department statement should be developed by the entire faculty of the department, and should be reviewed at least once a year in a department meeting to assure that the responsibilities and the department statement itself are updated and being followed through. A responsible person in each department should make a report.

Membership

To function properly, the advisory committee members should be chosen very carefully in terms of the individuals, the diversity of the people, and the number on the committee. There is a disagreement among authorities on advisory panels regarding how many members should constitute an advisory committee. A general advisory committee can consist of up to twelve members. A technical or career committee would probably operate at its maximum potential with eight to twelve members. It is recommended that the number of members be slightly higher than what it would take to conduct a good meeting, allowing for two members to be absent at each meeting. Therefore, if the optimum number at a meeting would be eight, then ten members should be selected.

The membership itself should be a diverse group, but within the vested interest of the committee. A good technical advisory committee could be made up of alumni working in the field, several other technicians working in the field, employers, and

perhaps a student or two. Selection should be based on the potential input ability of the members, providing for enough diversity (age, sex, etc.) for input from a variety of sources within the career area. The selection is typically made by a technical instructor, with the help of the department director. The selection process should be widened, however, and nominations also made by the governing board of the school, the administration, and prominent people in the community, as well as by the entire department. From this list, a potential membership of twenty or twenty-five should be narrowed down to a workable eight or ten members who would not be hand-selected by any one or two people. Hand-selection (selecting one's friend or think-alikes) would tend to restrict the input of the members, and the output of the committee would be too often a regurgitation of the ideas of the few persons selecting the committee.

Membership should be on the basis of approximately three years. In order to maintain a broad community involvement and new membership, it would be desirable to have a rotating group of people. Certainly an outstanding member should not be required to leave the advisory committee, but this should be dealt with each year as the rotating process takes place. When an advisory committee is established, the individuals selected should be notified, through a formal system, of the duties and the time commitments involved, before they accept. The invitation should be co-signed by a department person and the president of the

school or the chairperson of the board. If an advisory committee is already functioning, there should be a reorganizational meeting, and the new members should be formally installed. All advisory committee members should know what their duties are and should be given proper recognition for their work, both from the administration and the community.

When selecting members for an advisory committee, school staff often admit the need for a diverse group within the vested interest of the committee function, but occasionally they go to an extreme whereby the membership is so diverse it cannot function. Regarding the use of students on advisory committees, care must be taken that they can be contributing members. Look at the committee function and the topics to be handled. If students can contribute, they should be welcomed. Putting students on a committee as mere tokens, or to look good, then have them sit dumbfounded and embarrassed, is pointless.

Many committees are heavily oriented toward managers. The rationale is that these people carry clout and can make decisions. But again, what is the function of the committee? Too many managers often can talk or pressure the administration into following the trends of the technology or the wishes of instructors. If this is the function, that is appropriate, but better and broader uses of committees are possible. Managers frequently have a distorted viewpoint (from the company side) of a technical or career objective. Concern for money or profit for the company

may override concern about the need for basics in training. The "firing line" technician or craftsperson may look at training needs a lot different from a manager. Generally, schools should have managerial representation on committees, but not at the expense of diversity.

After--or at the time of--committee selection, a good rule to follow is that all participating school personnel come to know the advisory participants. Staff should have resumes for each outside advisor, showing their technical background, what school or college they attended, and what jobs and functions they have held. Advisory committee members sometimes come to meetings and must wear name tags for the college people to recognize them. This should never happen. In addition to personal knowledge, the advisors' companies, services, or products should be understood by school personnel.

Training of the Staff

The school staff must be trained in the proper use of advisory committees. It is a false assumption to believe that a qualified instructor or administrator also has the ability, knowledge, or experience to organize and meet with advisory committees successfully.

Faculty and administrators who are conditioned to talk and teach often are the worst at running a well-organized meeting. They are inclined to talk at advisors as if they were students sitting in neat rows. Too many faculty do not make the transition

successfully from working with students and subordinates to working with advisors.

A partial remedy to this is the training of the school staff. If in-house training is not available, a consultant should be utilized. One-day seminars have proven to be very effective.

Prior to the first advisory committee meeting or prior to the first meeting after a reorganization, the department should meet and discuss the duties of the school people in the advisory committee, and what constitutes a successful or unsuccessful committee meeting. At this time, a determination should also be made about whether or not a training seminar or other instruction should be given to staff conducting and participating in advisory committee meetings. The success of the meetings is usually determined by the skill and interest of the school staff who work with the advisory committee. It should never be left up to chance that such staff are qualified communicators or experts in conducting an advisory committee meeting. School staff members' inability or inexperience in conducting a meeting is the greatest single factor in unsuccessful advisory group meetings. This generally can be corrected by training or a seminar program for the staff.

Conducting the Meeting

Prior to the formation of an advisory committee or at the time of the reorganization of an advisory committee, there should

be some agreement as to how many meetings are required per year to conduct the business. There are no set standards for this. Meetings should never be called just for the sake of calling meetings, but, on the other hand, most advisory committee members will expect to meet at least two or three times a year. Outside advisory committee members need to know that their input is important, and that input can never be given if enough meetings are not held. It is much more common for a school to hold too few committee meetings than too many.

Before advisory committee members can react effectively to the topics and questions of a meeting, they have to be fully informed of the school objectives, the course objectives, the type of equipment used, and other pertinent information that is often taken for granted by the staff. To keep committee members informed, they should be on the school mailing list and should receive any important information concerning night school schedules, important activities, successes of graduates, and other items that would help them in understanding the program.

There is some disagreement as to whether there should be a chairperson of the advisory committee. Most manuals suggest that there should be a chairperson, and that the chairperson be an outside member. If the chairperson does not have close contact with the school and with the people selecting the agenda items and preparing the minutes, then the successful operation of the committee will have little to do with whether or not there is a chairperson.

More important than whether there should be a chairperson, is whether school staff communicate with the members of the committee in preparing the agenda. The agenda should be thorough. The items should be of importance to the advisory committee and to the technical area. The agenda should be developed in advance, and should be mailed to each committee member prior to the meeting. If any support information is needed for discussion, this too should be mailed in advance. The advance agenda also serves as a reminder of the committee meeting.

The recording secretary should be a school staff member. This person has the responsibility of taking notes, developing minutes of the meeting, and seeing that the minutes are sent out to the committee members. The secretary is also responsible for communications that deal with that advisory committee. Lack of communication is one of the most serious problems in using advisory committees. The secretary should see that there is a formal plan of communicating with the various people who deal with the committee. There should be communication between the committee and the school administration, between the committee and the department, with the students (too often overlooked), and with the community. It is advisable to have a schedule of meetings, with at least two or three established at the beginning of the year, so that the committee members can put the dates on their calendars. It should also be agreed that there may be

emergency meetings, once or twice during the year, that are not on the schedule.

The communication problem is most serious when dealing with the recommendations of the committee itself. It must be very clearly understood that the committee acts in an advisory capacity and not in a policymaking capacity. When there is an agreement among the various members of the advisory committee, this agreement should be put down in written form. When there are recommendations that are passed on to either the department or the school administration, there needs to be a system of feedback to inform the committee whether their recommendations are accepted or rejected. In an event of a rejection, there should be a detailed explanation of that rejection. Any rejection should have at least the possibility of modification, where part of the advice is used or taken into consideration. An advisory committee that is being used properly will find itself in a position where some recommendations are accepted and some are not. How well the rejection is accepted by the advisory committee will depend upon the diplomacy of the school people.

Most of the business of the advisory committee should be conducted at formal meetings or possibly at meetings of subcommittees with specific assignments. Breakdowns in the effective use of an advisory committee often occur when the department uses the members on an informal basis. Very often

a department will brag about telephoning the committee on an informal basis for quick advice. This is usually more of a liability than an asset, because the informal use of advisory committee members usually amounts to using the person with whom it is easiest to get in touch, or the best friend or the best acquaintance of the school staff member, or those who are most likely to agree with the college personnel. This tends not only to eliminate some people from the advice system, but to alienate those who are not being used. If there is informal use of an advisory committee, this should be agreed upon by the entire committee, with certain people on the advisory committee being recommended to handle certain informal telephone calls and advice between meetings. Each advisory committee member with a specific area of expertise could be so consulted, as long as it is strictly within the realm of that agreed expertise.

Attendance

In reviewing agendas and talking with people experienced in dealing with advisory committees, low attendance looms as a major problem. Schools too often "cop out" by claiming that low attendance is the result of having busy and important people on the committees. This is usually not the case. Important people and busy people always have better attendance than others. They understand the need for a meeting, which is one reason why they are important, successful, and busy.

The primary reasons for lack of attendance are wrong committee people and a lack of meaningful agendas and meetings. People look at agendas. Study yours. Would you attend this meeting? Is there enough to warrant a day or night out? The lack of an advance agenda may also affect attendance: Will there be significant business for me to be needed? If committee members are needed and used, even the busy people will attend meetings.

This sense of being needed and used is still the best motivating factor of membership attendance. There are other practical means of increasing attendance, such as:

- Mailing agendas and pertinent information to members approximately one week in advance of the meeting.
- Phone committee members one or two days prior to the meeting to remind them about it.
- Including personal handwritten notes on the agenda when it is mailed.
- Having committee assignments and reports that require the members to be in attendance.
- Reporting the meeting outcomes, and who met, to the press.
- Serving snacks, meals, and beverages.
- Including one interesting event or speaker at each meeting.

Some other factors related to attendance still need clarification. A committee should come to some agreement on what is expected of attendance. The easiest way is for a committee to agree that a system is needed so that non-attenders can be replaced by persons who will attend. If this is all understood going in, confusion and hurt feelings rarely occur. When low attendance does occur, a candid but diplomatic reminder by another committee member is in order before a replacement is made.

There is also a question about school personnel attendance. Brief or only occasional attendance by "important" school personnel is counterproductive. A five-minute appearance by the "busy" superintendent or president, who leaves without contributing, can be particularly so. For example, physicians serving on a nursing advisory committee will not be impressed by the president who can only stay a few minutes. The advisors may feel that they too are busy and should spend only five minutes at a meeting. It is preferable to have full participation. A school official who is obviously bored at an advisory committee meeting (to the extent of one official who picked lint off of his suit), or who continually dominates the meeting, may as well stay home.

Attendance and participation are important and go hand-in-hand. Both can be significantly improved by careful planning.

Advisory committee meetings should also operate within an agreed time frame. Again, there are no absolutes in scheduling time; however, a person coming in the evening who expects an hour-and-a-half meeting will be very disappointed if the meeting lasts four or five hours and drags into the late hours. There are occasions when some advisory committees meet for most of the day, including lunch. Whether meetings take an hour or two in the evening, a lunch hour, or all day depends upon the type of committee and on what they have agreed to address. Everybody should have a very definite idea of how long the meeting will last, and the length of the meeting should depend on the agenda, the kind of work, and the committee. It should not depend on the whim of the person setting up the meeting. If meetings are the proper length, the agenda items are important, and the communication links are established and followed through, the effectiveness of an advisory committee should increase tremendously.

CASES

A fast way to evaluate how a school uses its advisory committees is to examine the agendas and/or minutes of meetings. These often reveal the strengths and weaknesses of meeting techniques. The following cases are actual agendas or minutes of recently held advisory committee meetings. Following each meeting description is a critique. These cases should be studied along with the notes, and compared with existing conditions at your school's meetings to help you determine potential improvements. These cases are from two-year technical colleges, secondary vocational programs, and state governmental advisory meetings.

Case No. 1: Emergency Medical Technology Committee

Advisory Committee Agenda

Monday, November 2, 7 - 9 p.m.

I. Introductions (updated committee list attached)

II. Technology Report
- A. Enrollment - campus
  - 1. First-year 33 EMT-A
    23 students certified Paramedic, Spring, 1981
    Second-year 14 EMT-P returned Fall, 1981
- B. Outreach Programs
  - 1. EMT-A
  - 2. EMT-P (in various stages of completion)
    - a. 26 enrolled Site A
    - b. 25 enrolled Site B
    - c. 25 enrolled Site C

III. New Requirements for EMT-P Certification/Recertification
- A. Advanced Cardiac Life Support Class (ACLS)
- B. State Test Effective July
- C. Medical Director Signature on Forms

IV. Continuing Education
   A. ACLS Class, October
   B. Hazardous Materials Workshop
   C. Student Participation - Extracurricular
      1. American Red Cross Blood Bank
      2. Hospital Mock Disaster Drills

V. Job Market
   A. Construction companies, factories, industries
   B. Private ambulance companies
   C. Hospital emergency room
   D. Park rangers, natural resources areas

VI. Curriculum (copies attached)

VII. Topics for Discussion
   A. Reaccreditation, EMT-A and EMT-P
   B. What would encourage hospitals and physicians to allow paramedic students to participate in patient care? How can better experience be gained in the critical areas (i.e., endotracheal intubation, IV therapy, cardiac arrhythmia identification, and drug administration)?
   C. What are areas of concern you see in the field? What can we do to remedy these concerns?

VIII. Adjournment

Notes

This is a relatively good agenda. It begins with introductions and has a variety of items on the agenda. This agenda was mailed in advance along with supporting materials that included names and titles of advisory committee members, with special notes on new members; complete enrollment figures for all programs and seminars; and articles that triggered discussion. The membership of this group had an excellent balance that included physicians, nurses, active paramedics, alumni, hospital administrators, and a student representative.

Improvements could have been made by providing minutes of the last meeting. The committee member activity (discussed in agenda item VII) should have been at the front of the meeting. School personnel talked first, and it wasn't until the end of the meeting that "advisors" gave their input. There were no signs that committee members were on any committees or had any reports to make. This was unfortunate, because they were reactors when they could be pro-actors.

Case No. 2: Civilian Conservation Advisory Council

Agenda

I. Call to Order - Chairman
   A. Roll Call
   B. Minutes of July 23 Meeting

II. General Comments/Reports
   A. Chief of Civilian Conservation Council
   B. Camp Manager
   C. Organizational Effectiveness

III. CCC Section Reports
   A. Business and Fiscal
   B. Personnel and Corpsmember Services
   C. CCC Field Operations

IV. Advisory Council Committee Reports

V. Tour of Camp Facilities

Notes

Good balance between advisors and professionals. Items I and IV were advisors' input, and items II and III the professional staff's input.

The tour was last. To give advisors a better concept of the camp, this should have been done first.

The council reports were weak (item IV), primarily because data and input from staff did not give committees enough initiative to work between meetings.

Case No. 3: Forestry Advisory Council

Agenda

1. Introduction of Council Members
2. Placement of graduates
3. Enrollment and recruitment
4. Eastern Council of Forestry Schools
5. Accreditation
6. Curriculum Changes - Foremanship Training
7. Update on Tree Maintenance Program
8. Update on Industry Program
9. Update on Timber Harvesting Program
10. Forestry Field Day
11. Staffing Progress
12. Summer Work or Internship for Forestry Instructors
13. Update on Programs

Notes

This agenda is diverse and covers a wide range of interesting topics. The membership attending this meeting had an excellent mixture of professional, technical, and school personnel.

Improvements in the meeting would have included a time for formal input from advisors. All of the above thirteen agenda items were presented by school staff members. This meeting was primarily one of updating programs and activities.

Case No. 4: Computer Science Advisory Committee

Minutes

Attendance & Introduction of Members

Staff Members	Members
VP of Instruction	University Analyst
Department Director	Local Company Representative
Instructor	Insurance Company Representative
Instructor	Industrial Representative
Instructor	
Instructor	
Secretary	

Review of Committee's Recommendations from Last Year

Action taken on committee recommendations were reviewed as follows:

1. Basic language has been added to curriculum. HP3000 supported it and it was added to Spring Quarter, 2nd year.

2. An interactive environment is provided by the HP3000.

3. More assembler; the current assembler classes have been rearranged to cover more information in the existing course.

4. All changes were implemented by modifying existing classes, since it is too time-consuming and difficult to add or delete new classes.

TAG Program

The Vice President of Instruction explained the idea of this program originated from the Bureau of Vocational Education. It would serve as a co-op internship program for students to work full-time during summer, attend school during the fall, then back in the industry for winter, etc. Fifteen students would be able to participate. He pointed out the following considerations that should be given to such a program:

(1) Identifying industry locations
(2) Is industry willing to cooperate
(3) Is there value in such a program

After committee discussion of the possibility of a TAG program, it was the consensus of the group that it would not be feasible. First, industry in the immediate area may be difficult to find, and second, the committee felt that the students participating would probably be offered employment opportunities and would not return to school the second year.

Enrollment Problems

It was pointed out that the steady enrollment increases have caused problems for students receiving lab time. To help alleviate these problems lab hours have been extended, students have been hired to supervise in lab, and the lab has been opened on Saturdays. Committee members were asked for suggestions in dealing with these large numbers of students.

Several suggestions were given by committee members: set up batch job environment, restructure of courses for more flexibility, skeleton programming, possible curriculum modification, limiting number of turnarounds per student per day, run two versions of software at the same time, add another set of disc drives, restructure non-major courses, start students in the summer, and lastly add a third shift.

Lab Tour

Members toured the computer lab.

Adjournment

The meeting was adjourned at 9:15 p.m.

Respectfully submitted,

Secretary

Notes

The mix of school personnel and outside advisors was very weak. The mixture should be reversed.

With the exception of discussion concerning the problem of rapid growth, the advisors had little chance to "advise."

It would be interesting to note in subsequent meetings if the suggestions offered were followed.

Case No. 5: Automotive Service Management Committee

An advisory committee meeting and agenda had been prepared by the automotive program that included primarily report-in items. The school personnel were instructed in the proper use of advisors and, as a result, included the following items:

1. Present to the members the availability of course material, equipment, and instruction at the school that is available to employees of local auto industries.

   Example: Automotive Diesel Engines

   Dealerships in the local area send their employees away for short courses (2 days) for a particular area of study. We can give them this same course of study at the school.

2. Encourage members or employees of their business to participate in a one or two night seminar.

   Example: Tire Seminars

3. Discuss long-range changes in the automotive industry tnat may help us (the school) in the purchase of testing equipment and development of curriculum to keep updated.

Notes

Items number one and two were good because they kept the advisors updated on school equipment and so forth. Item three

directed the expertise of the advisors to help the school in keeping current.

Case No. 6: Health Advisory Committee

Agenda

December 15, ____

1. Department Supervisor
2. In-house Counseling
3. Curriculum Changes
4. Future

Notes

This example was the prize for brevity. The agenda, mailed in advance, had no time or place on it. This was it. Would you attend a meeting that was advertised like this?

The agendas selected here are typical of the more than 300 meetings examined. Only a few agendas were done well.

A MANUAL FOR ADVISORS

New advisors should not be exposed to their new assignment without proper orientation to the school and to the function they will perform. Formal invitations, material about the school and program, and a pre-service orientation visit to the school are important.

A brief manual or procedures brochures specifically written for advisors is useful. The following condensed example is used by the St. Louis Community College and is reprinted here with the permission of the college.

Information for Career Program Advisory Committees

St. Louis Community College

Background and Role of Advisory Committees

Public education in the United States was instituted and is maintained by society to serve needs and perform activities identified as desirable. The community has always been involved in educational activities through the participation of lay citizens on state and local boards of education. This involvement has insured that educational systems are responsive to the needs identified and prioritized by lay citizens. The use of advisory committees in vocational education programs is a natural and desirable extension of lay participation in education. Occupational education programs are designed to prepare youth and adults to enter the labor force immediately following graduation, and to supply the means for them to upgrade their skills. In performing this function, it is necessary that occupational programs be reviewed and updated regularly by persons engaged in the various occupational fields in order to insure that the instructional programs are relevant. The establishment and use of program advisory committees is an efficient and logical way of providing this critical function.

Advisory committees play a crucial role in planning, revision and maintaining career curricula that will prepare students to meet the challenges of the work

world. Programs must constantly reflect changes in technology and job requirements. However, updating existing programs is not enough. The College must be alert to technology changes and be able to design curricula and programs reflecting new areas of growth and demand.

Functions of an Advisory Committee

The primary function of an advisory committee is to advise rather than administer programs. Each committee has the responsibility to provide counsel to the faculty and the administration of St. Louis Community College concerning appropriate career programs. The committee also suggests types of educational and technical services needed by the community and offers advice for the maintenance and development of the program. Additionally, committee members agree to share in periodic program evaluation, revision, and updating as may be required.

The advisory committee members serve as community and professional representatives in assisting St. Louis Community College in maintaining programs that meet both student and community needs. In fulfilling its purposes, the advisory committee provides the vital link needed to keep career programs relevant to the needs of the student and to the everchanging needs of the society. Professionals on the committee, by virtue of being involved in the most recent changes reflected in modern technology, are able to keep the College informed of the need for curriculum and course evaluation and revision, equipment replacement and expansion, and professional development of the instructional staff.

Committee Membership

Committee members should possess current knowledge in their fields of specialization.

The number of members appointed to any one committee is flexible; however, there will normally be no fewer than six members nor more than twelve. The faculty of the program, the division associate dean responsible for the program and the dean of instruction will serve as ex-officio members of the committee. If the advisory committee serves programs at the other two campuses, faculty and administrators from those campuses also will serve as ex-officio members.

Committee members should possess current knowledge regarding advances in technique in specific career areas. The committee member works with the department and St. Louis Community College to insure that the curriculum keeps pace with the employment requirements and new trends in specific programs.

Committee Organizations

Each committee will have a chairperson who will preside over the meetings and insure that business is conducted according to established procedures. A representative from the College will keep minutes of the meetings and serve as secretary of the committee and will be responsible for distributing the minutes.

Terms of Appointment

All members are appointed by the Board of Trustees upon the recommendation of the chancellor for a period of two years. Committee members may be reappointed by the board for additional terms.

Meeting Times and Communications

Committees will meet as called by the associate dean responsible for the program. All committees will meet as often as needed (normally, twice per year). All communications, minutes and agenda items should be directed through the divisional associate dean. Meeting agendas should include curricula reviews and follow-up reports on committees' previous suggestions.

Rotation Procedures for Committees

Committees that serve programs located on more than one campus will rotate on a two-year cycle to each of the campuses. This will assure full participation from each campus and also will allow the committee to become fully acquainted with all programs and staff.

Advisory committees for programs offered at only one campus will be coordinated by that campus.

College Profile

> St. Louis Community College is the largest community college system in Missouri and one of the largest in the United States. With a service area spanning numerous municipal boundaries and governmental units, St. Louis Community College is one of the metropolitan area's few public institutions created by cooperative efforts of citizens of all sectors.

This brochure, printed by the St. Louis Community College, is an excellent example of an inexpensive, but professionally done paper that provides a small but adequate background of information for all advisors.

CHECKLIST FOR EFFECTIVE USE

The institution, through the chief administrative officer, must set the stage for improved or innovative ties with the community. Advisory committees are such a strong tie that their effective use must not be left up to chance. Faculty job descriptions should include the responsibility of being active with advisory committees. How active, from conducting meetings to just participating, depends of course on the individuals and their expertise.

A system of evaluation and renewal is necessary because the longer the advisory committees function, the more deterioration and apathy sets in. A process of change and improvement needs to be built into the advisory structure. Problems of status quo and loss of flexibility often come about when faculty dictate how and when their advisory committees work. Such activities cannot be left up to faculty, alone, for policy and follow-through.

The complete cycle of effective use can be monitored if the following points are all properly in place:

1. Philosophy and objective statements for the school and the specific committees are concise, current and meaningful.

2. There is an evaluation system in place that is periodically reviewed by the administration, staff, and the committees. This evaluation system should include:

- Review of minutes and agendas.
- Review of attendance records.
- System of monitoring follow-through of meeting results.
- An annual report to the board on the combined use of advisory committees.
- A central administrative person with the responsibility to insure effective use.
- Evaluation forms submitted by advisors one time per year.
- A chart for keeping combined data of all committee meetings. This chart would include meeting dates, attendance records, time and place of meeting, persons responsible, and so forth.

With these evaluation procedures in place, the administrative staff of the school should review this data at a regular meeting several times a year.

3. A communications system should be adopted, and should include:
    - Agendas mailed in advance to--
        - committee members.
        - approved administrators.
    - Minutes mailed after a meeting.
    - Meeting times and places posted in the school.
    - Involvement that affects others (e.g., staff, students) communicated to them in writing.
    - A central location for agendas, results, and so forth, for everyone's perusal.
    - Mailing lists of school activities to advisors.
4. Membership selection should address:
    - Appropriate committee size.
    - Attendance records.
    - Balanced make-up of the committee.
    - Rotation system.
    - Membership recognition.
5. A manual or handbook for advisors that should be:
    - Up-to-date.
    - Professionally done.
    - Uniform for all committees.

6. The staff must be well trained, via:

   - Experience in working with committees.
   - In-house training.
   - Use of consultants.
   - Training seminars.

7. The pre-meeting logistics must be complete, including:

   - Complete agendas, mailed in advance.
   - Meeting reminders prior to the date.
   - Materials prepared in advance.
   - A briefing for school staff before the meeting.

8. The meeting must be professionally done, including:

   - Timing--
     - Begin meeting on time.
     - Set a time limit for the meeting.
     - Set time for each topic.
     - Allow for alternatives and changes. Changes can best be handled by remembering Murphy's second Law--everything takes longer than you think. People feel good about a meeting when there is a strong conclusion to the meeting just slightly ahead of schedule. *Light's observation on time: Some twenty-minute meetings are too long, some three-day meetings are too short.

- Materials checklist--
  - Name tags (lapel) and cards (3" x 5").
  - Pencils, pens, paper, and other writing needs.
  - Iconics--make sure all prepared slides or transparencies are clear, and the print is large enough.
  - Check out all handouts, case histories, instructions, workbooks, and so forth, for errors and completeness.
- The physical setting--
  - Select the correct tables and chairs.
  - Insure proper lighting and heating or air. If film or an overhead projector is used, can the lights be altered or shades drawn?
  - Select a seating arrangement to fit the number of those in attendance, the type of meeting, and the activities.
- The dry-run--

  After all the preparation steps are complete, a mental and physical dry-run should be made. This last review catches mistakes and "fine tunes" the meeting procedure.
- A prepared checklist form should be available and marked off prior to a meeting.

SAMPLE 2

CHECKLIST

Item	Needed	Checked	Comments
Equipment:			
Overhead			
Film projector			
TV Monitor			
TV Camera			
Screen			
Speaker system			
Tape recorder			
Seating Arrangements:			
Lecture			
Conference			
Leader position			
Lecturn			
Heat/Air			
Writing Materials:			
Flip chart			
Pencils			
Pens			
Chalk			
Paper			
Erasers			
Crayons			
Smoking Zone & Trays			
No Smoking Area			
Refreshments			
Other--(specify)			

NOTE: The above checklist could be used to prepare for an advisory group meeting.

APPENDIX

NATIONAL POSTSECONDARY ALLIANCE MEMBERSHIP LIST

1981-82 Members

1. Bergen Community College, Paramus, New Jersey
2. Brevard Community College, Cocoa, Florida
3. Caldwell Community College and Technical Institute, Hudson, North Carolina
4. City Colleges of Chicago, Chicago, Illinois
5. Cuyahoga Community College District, Cleveland, Ohio
6. Dallas County Community College District, Dallas, Texas
7. Durham Technical Institute, Durham, North Carolina
8. Eastern Iowa Community College District, Davenport, Iowa
9. Guilford Technical Institute, Jamestown, North Carolina
10. Hocking Technical College, Nelsonville, Ohio
11. Kalamazoo Valley Community College, Kalamazoo, Michigan
12. Lewis-Clark State College, Lewiston, Idaho
13. Linn-Benton Community College, Albany, Oregon
14. Midlands Technical College, Columbia, South Carolina
15. Mississippi Gulf Coast Junior College, Perkinston, Mississippi
16. North Central Technical Institute, Wausau, Wisconsin
17. North Dakota State School of Science, Wahpeton, North Dakota
18. Orangeburg-Calhoun Technical College, Orangeburg, South Carolina
19. Trident Technical College, Charleston, South Carolina
20. Triton College, River Grove, Illinois
21. Utah Technical College, Provo, Utah
22. Walla Walla Community College, Walla Walla, Washington
23. Washington State Community College District 17, Spokane, Washington
24. Westark Community College, Fort Smith, Arkansas
25. Western Nevada Community College, Carson City, Nevada

New Members for 1982-83

1. Alaska, University of, Division of Community Colleges, Anchorage, Alaska
2. Anchorage Community College, Anchorage, Alaska
3. Jefferson Technical College, Steubenville, Ohio
4. Mt. Hood Community College District, Gresham, Oregon
5. Oklahoma State Tech, Okmulgee, Oklahoma
6. Olympia Technical Community College, Olympia, Washington
7. Owens Technical College, Toledo, Ohio
8. Shawnee State Community College, Portsmouth, Ohio
9. St. Louis Community College, St. Louis, Missouri
10. West Hills Community College, Coalinga, California

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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